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ABSTRACT

The Institute for Training Minority Group Research and Evaluation Specialists comprised 4 programs in 1: (1) a 6-week graduate course at New York University (NYU) during the 1970 summer session for 20 minority group persons that provided training in research design, statistics, data collection and analysis, and report writing; (2) a program of visitations to college campuses throughout the country to inform minority group graduates and undergraduates of opportunities in educational research; (3) a workshop at the 1971 AERA meeting for the participants in the Summer Workshop to provide opportunities for them to upgrade their research skills and to attend meetings at the convention; and (4) an evaluation and planning conference in which 10 minority group educational research specialists examined the summer programs at Tuskegee and NYU and considered objectives and prioroties for long-range preparation of minority group educational research personnel. All phases of the program were successful, in that 12 of the 20 participants at the Summer Institute are doing some work in educational research, 6 are involved in graduate study, and over 500 students and educators were contacted through the visitation program. (Author/HS)

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Final Report

Project No. 0-0708
Grant No. OEG-0-70-4729

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INSTITUTE FOR TRAINING MINORITY GROUP RESEARCH AND EVALUATION SPECIALISTS

September 30, 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Office of Education

National Center for Educational Research and Development

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ABSTRACT

Institute for Training Minority
Group Research and Evaluation Specialists

The Institute for Training Minority Group Research and Evaluation Specialists consisted of four elements: (1) a six week graduate course at New York University during the 1970 Summer Session for twenty minority group individuals to provide training in research design, statistics, data collection and analysis, report writing and, (2) a program of visitations to college campuses throughout the country to inform minority group graduates and undergraduates of opportunities in educational research. (3) A workshop at the 1971 AERA meeting for participants in the Summer Workshop to provide opportunities for them to upgrade their research skills and to attend meetings at the convention. (4) An evaluation and planning conference in which ten minority group educational research specialists examined the summer programs at Tuskegee and New York University and considered objectives and priorities for long range preparation of minority group educational research personnel.

All phases of the program were successful in that twelve of the twenty participants of the Summer Institute are doing some work in educational research, six are involved in graduate study. Over 500 students and educators were contacted through the visitation program. A long range design for training minority group educational researchers was also developed.

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Introduction

Educational Research has suffered because of the lack of qualified minority group researchers to help plan the study, collect, analyze and interpret data. The Institute of Afro-American Affairs at New York University received funding in June, 1970, (amended on October 19, 1971) from the National Center for Research and Development, United States Office of Education, for a proposal which incorporated the suggestions of the special interest group of American Educational Research Association (AERA) "Research Focus on Black Education" for a short-term training experience on the graduate level and for a program of visitations to major college campuses to interest members of minority groups in educational research as a career. The proposal was subsequently modified to provide for a work-shop at the AERA convention. During the same period of the New York University grant, Tuskegee Institute was also funded for a minority group research training program on the under-graduate level.

The New York University project which is the subject of this report consisted of four parts:

(1) The Research Training Institute on the graduate level

which was conducted during the 1970 Summer Session. Twenty minority group members from major U.S. urban areas participated in this workshop.

(2) A program of visitations to college campuses which was conducted nationally to advise minority group undergraduates and graduates of opportunities for careers in research and evaluation.

(3) A workshop for participants in the Summer Research Training Institute at the AERA national convention in New York in February 1971. The purpose of this meeting was to assist participants in working out solutions to specific problems they had encountered in implementing research designs on returning to their local situations. An added feature of the workshop was the opportunity for participants to attend the various professional meetings and seminars at the AERA convention.

(4) An Evaluation and Planning Conference in April 1971 in which ten minority group research and evaluation specialists participated examined the Summer 1970 programs at Tuskegee Institute and New York University and considered the objectives and priorities for future training programs for minority group educational research personnel.

The Summer Institute for Training Minority Group Research and Evaluation Specialists

The Participants

The twenty participants were individuals who had evaluation responsibilities in various Title I or community education projects in their communities. The participants were chosen from persons who had evaluation responsibilities because they were an identifiable group who would be required to use research skills in their jobs and did not have extensive research training. Applicants were solicited from Title I or community education officials in local boards of education in large cities throughout the country. (See Appendices 1 and 2 for the promotional announcement and the application form.) Members of the American Education Research Association were also asked to recommend personnel for the Institute. Final selection of the twenty participants was made by the Institute staff after reviewing the applicants' backgrounds, experiences, and interests in research and after personal and/or telephone interviews. Partially due to late funding and the subsequently short period of time allocated to recruitment, several of the participants came from the New York City area; ten were from the various boroughs and school districts of the New York City Board of Education, and one was from an outlying suburban area, Glen Cove, Long Island. Other participants came from:

Baltimore, Maryland; Chicago, Illinois; Los Angeles, California (3); Oakland, California; Rohnert Park, California; and Washington, D.C.(2). A list of the participants is presented in Appendix 3.

The Program

The participants received credit for six points of graduate credit in New York University's School of Education during the regular Summer Session, 1970, in course E10.2035, "Methods in Research and Evaluation of Educational Programs." The text book for the course was David Fox's The Research Process in Education, published by Holt, Rinehart and Winston, Inc. Additional instructional materials including statistics, worksheets, and sample interviews were distributed during the course. The weekly schedule was as follows:

First Week

Introduction
Plan for Institute
Types of Studies
Types of Projects
Types of Research
Review of Literature
Nature of Variables
Statistics: Central Tendency, Variability
Statistics: Correlation
Inferential Statistics
Reliability and Validity
Sampling Procedures

Second Week

The Survey
The Experiment
Observation Techniques
The Questionnaire
Report Writing
Project Outline
Operational Problems in Research

Third Week

Review of Title I Evaluation
Project Reports
Computer Programs for Statistical
Analysis
Use of Computers in Educational Research
Evaluation of Research Reports
Selection of Projects for Field
Evaluation

Fourth and Fifth Weeks

Field Research Project:
Development of Plan for Evaluation
Collection of Data from Specific Projects
Analysis of Data from Specific Projects
Interpretation and Conclusions
Preparation of Reports

Sixth Week

Presentation of Reports
Identification of Major Points of Emphasis
Evaluation

In addition to Professor Brown, who was the principal instructor in the course, and members of the Institute's staff, Dr. Than Porter, Assistant Professor of Educational Statistics in New York University's School of Education, lectured on the use of computers in educational research and assisted individual students in computer usage for statistical problem solution. The selection of projects for the field research project was done after each student discussed his particular interests with

the staff. Through the efforts of the staff, a number of on-going Title I ESEA projects had agreed to cooperate with The Summer Institute by allowing the participants to evaluate their programs as a practice exercise. The field experiences were designed to make students more aware of the problems involved in implementing research evaluation designs in minority group situations. Awareness of these problems in future should assist participants in designing effective evaluation and guide them in the recruitment and training of personnel. The participants were organized into groups of five persons each and conducted evaluation studies of four different projects:

(1) The Summer Follow-Through Program conducted in six elementary schools of District #16 in Brooklyn, New York;

(2) A Continuation Project for Summer Reading and Mathematics Improvement in Grades six through eight, Glen Cove, New York;

(3) Five Mathematics Laboratories conducted in District #7 of the Bronx, New York; and

(4) The Westinghouse High School Exploratory Vocational Summer Program for the Handicapped.

Institute participants were responsible for developing an interview schedule and administering it to an appropriate population. This entailed selecting an adequate sample, making initial contacts with members of the sample, and carrying out interviews.

Professor Brown met with the various groups to discuss the development of a plan for evaluation, the collection of data and its analysis, and later, the preparation of the final report. Professor Than Porter of the Educational Statistics area in the School of Education, was available for consultation on the coding and analysis of data and computer usage.

Written reports of at least 20 pages were prepared, following the outline for research reports. Each group made an oral report to the entire group, which was given copies of each report. The reports were discussed and evaluated by the participants and staff. The presentations followed the plan used at AERA and other professional meetings.

Non-Instructional Activities

The Institute of Afro-American Affairs secured housing and dining service for out-of-town participants at New York University, considerably below usual New York City rates. A social program, coordinated by the Institute staff, including several performances of Broadway productions, sightseeing information, etc. was provided for out-of-towners. The research trainees were invited to attend a one-day exhibit of minority group oriented curriculum materials. Representatives of most of the major American publishers participated in the exhibit and concurrent seminars. The end of the Summer Institute for

Training Group Mirority Group Research and Evaluation Specialists was marked by a culminating ceremony at which students were presented with certificates of participation.

Evaluation of the Summer Institute

During the sixth week of the Institute, participants met with Professor Brown and the staff to discuss their six-week experience and to evaluate the Summer Institute. A written evaluation was also obtained. (See Appendix 5.) A summary of the responses to the written evaluation follows:

	Very Good	Good	Fair	Poor	Synopsis of the Comments for Each Category
Organization of the Institute	9	8			Excellent as a first attempt; goals clear
Quality of Instruction	15	1	1		Lectures excellent, but too much mat'l. for six weeks
Field Experience	8	9			Good practical experience, but needed more time
Presentation of Specific Topics	8	8	1		Stimulating presentations. Time limits didn't permit in-depth coverage
Problem Formulation	7	5	5		More work needed
Hypothesis Statement	6	7	3	1	Improvement needed
Statistics	2	10	4	1	We needed much more practical experience
Research Outline	13	3	1		Clear
Research Report	9	7	1		Aided comprehension
Uses of Evaluation	10	6	1		Good

Note: 17 out of the 20 participants submitted written evaluations.

The participants offered suggestions to improve certain aspects of the Summer Institute. They are presented below:

(1) Announcement of the Summer Institute.

Earlier announcement of the program would have allowed the participants to do more orderly planning for their summer experience.

(2) Recruitment of Participants

(a) More detailed information about the Institute, e.g., topic outlines should have been available earlier so that only really interested persons would have been recruited.

(b) Better screening of applicants: only those most likely to benefit from the experience and use the knowledge gained should have been chosen; only particpants with some knowledge of research should have been chosen; only persons free from all other engagements for the summer should have been selected; and interviews should have been arranged for wherever possible prior to acceptance.

(3) Curriculum

(a) Topics that should have been included in the instructional phase: lecture on how to develop instruments and test for reliability and validity; instruction on how to write final reports; lecture on new ways of organization and directions in research; pointers on appropriate conduct when visiting school districts; how to delegrate time with particular reference to time requirements for the analysis of data and the writing of the final report; how to delegate responsibility in the field.

(b) More time should be spent on: discussing strengths and weaknesses of completed professional evaluations and practice in identifying problems.

(c) The class, as a group, should have visited some project sites.

(d) Some topics should have been discussed parallel to their practical application in field work.

(e) The Director of the Institute should have individual conferences with each participant more frequently.

(4) Length of Course and Scheduling of Classes

(a) The course should be lengthened to eight or ten weeks.

(b) Lunch hours should be shorter.

(c) The day was too long. Classes should be 9 a.m. - 12 noon and 1 p.m. - 3 p.m.

(5) Statistics Component of Program

(a) More time should have been spent on statistics.

(b) Exercises assigned for self-study for every statistical technique discussed; a discussion of the implications of using various statistical techniques; more charts with overlap, like the flow charts, which showed the use of the normal curve and problem function.

(6) Computer Component of Program

(a) More practical experience in the use of computers by the participants.

(b) Material from the instruction manual should have been worked with directly on the computers.

(c) Scheduling of the visits to the Computing Center and the arrangements for instruction should have been more formal.

(d) More time should have been allowed for the individuals study of BioMed's appropriate sections as this was felt to be more useful than classroom lectures.

(e) Clerical help should have been available to assist the participants in the duplication of research reports.

(7) Intergroup Relations

(a) Some training in group dynamics so that participants may develop a better understanding of each other and of the human relations aspect of the research team.

(b) Individual needs should have been concentrated on rather than group needs.

(c) Living arrangements of participants: the local participants should have been required to live in the dorms; also, a block of rooms located close together should have been reserved for Institute participants.

(8) Field Work Component of Program

(a) Selection of field work teams: assignments should have been made earlier in the course so that members could have seen if they were compatible and well-matched in terms of preparation and competence; project leaders should not evaluate their own programs as there may be a tendency toward bias; the teams should have beensmaller; team assignments should have been based more on objective evaluations of the participant's previous experience. All teams should have reflected a substantial cross-section of participants from different localities.

(b) The projects evaluated during the field work: the selection and designation of the projects to be evaluated should have been made earlier in the program and more formal arrangements should have been made with host institutions; the team members should have been part of the initial communication with institutions to make arrangements for the evaluations; there should have been a better selection of projects available to evaluate, e.g., one in Harlem; more time should have been spent pre-field studying the projects to be evaluated; the Institute should not run concurrently with the programs to be studied as ample time cannot be devoted to compiling and plotting all the data necessary.

(c) The length and scheduling of field work: more time should have been devoted to field work; course should have been conducted with half-day lecture and half-day field work. This would have provided for discussion of problems encountered.

(d) During field work component, the Director should have required teams to check in with him at more frequent intervals to review the progress of the evaluation.

The participants also made suggestions concerning possible follow-up for the Summer Institute for Training Minority Group Research and Evaluation Specialists. They are listed below:

(1) Schedule a second Institute next year in another area of the country.

(2) Establish an association or organization to include all Institute participants through which professional growth could be encouraged.

(3) Periodic one or two day conferences to provide additional instruction.

(4) Have a yearly follow-up to determine specifics as to the application of skills gained and/or courses being completed relating to research.

(5) In several successive summers invite the original Institute participants to return to an Institute for concentrated work in the areas introduced in the survey course.

(6) The 1970 students should be invited for another six-week session.

(7) a) Feedback through periodic communication (newsletter).
b) Set up Research Resource Center at New York University.

(8) Provide scholarships for individuals interested in continuing studies in the field of research.

(9) Consultation or Resource Service Center to be set up in the Institute of Afro-American Affairs. This service could be rendered to participants who had been in the program.

(10) Public relations developed between the Institute and agencies from which the present student group and future ones come.

The Visitation Program

As mentioned in the original proposal it was necessary for the format of the Visitation Program to be flexible. The major objective of this component of the project was to attempt to interest minority group students and educational personnel in educational research as a career.

Professor La Mar P. Miller, Director of the over-all Visitation Program, was responsible for the following activities:

(1) Selection of Eastern, Mid-Western, Far Western, Southern area coordinators for national visitation program,

(2) Preparation of a brochure on careers in educational research for minority groups,

(3) Compilation of information on programs in major colleges and universities.

The brochure that was used for all components of the Visitation Program was designed and produced by the Publications Bureau of New York University under the auspices of the Institute of Afro-American Affairs. (See Appendix 6.) It provides information on the effect of educational research on minority groups, the need for minority group members in educational research and

evaluation, and of training and career opportunities in the field. The following discussion will describe the Visitation Program in each area of the country.

(1) The Eastern Area

On May 5, 1971, an all day workshop was held at Howard University for teachers of the Washington, D.C. public school system and for students of Howard, American and Georgetown Universities and Federal City College. Twenty interested students and faculty participated. Dr. Evaretta Rutherford, Dean of the School of Education at Howard University, Dr. Harriette McAdoo, Associate Professor at Howard's School of Social Work, and Professor Roscoe C. Brown, Jr., Director of New York University's Institute of Afro-American Affairs, assisted Dr. Miller with a series of presentations dealing with:

a) The importance of educational research

b) Typical occupations for educational researchers in:
   Community and school related agencies
   Public school systems
   Universities and colleges
   State and government agencies
   Commercial agencies (i.e., particularly those developing instructional materials

c) Undergraduate and graduate requirements for educational researchers

d) Opportunities for study at universities and colleges: fellowships, scholarships, internships

In the New York metropolitan area it was decided to utilize the extensive network of contacts that the Institute

of Afro-American Affairs enjoys with the large Black and Puerto Rican student population. Accordingly, instructors of many of the Black Studies and educational research courses in metropolitan and suburban colleges and universities were asked to advise students of the interest on the part of the Institute of Afro-American Affairs to assist them in preparing for or securing careers in educational research. Instructors of educational research and courses in related fields were asked to identify minority group students whom they felt were particularly qualified. Numerous students from various schools met with Professor Miller and/or Professor Brown individually or in small groups for discussions following approximately the basic format outlined for the presentations at Howard. Approximately 200 students were contacted in some specific way. With some students specific career objectives and plans for academic preparation were outlined.

A specific plan for training minority groups program is also currently being explored by Professors Miller and Brown with Professor Phillip Merrifeld, Chairman of the Educational Psychology Department in New York University's School of Education. This department offers a doctoral program in educational research in which only a limited number of minority group members have matriculated. It is proposed that special masters and doctoral level programs be devised for minority group

students have strong interest in graduate study in educational research. It is proposed that new criteria for admission and new curricula be developed for these students.

(2) The Southern Area

Dr. Edgar G. Epps, Professor of the University of Chicago, coordinator of the Southern Area, decided to conduct a large one day conference on "Careers in Educational Research for Minority Groups" on the campus of Atlanta University on May 6, 1971. He was assisted by Dr. Wiley Bolden, Professor of Educational Psychology at Georgia State University in Atlanta, Georgia. Students from Albany State College, Clark College, Fort Valley State College, Miles College, Morehouse College, Morris Brown College, Paine College, Savannah State College, Talladega College and Tuskegee Institute were invited to attend this conference as were the Chairmen and teachers in the Education and Social Science Departments of these schools. There were approximately fifty participants attending, and Dr. Epps reported that the response of the audience and the interest in the presentations was very routine.

While in Atlanta Dr. Epps also met with a group of approximately ten faculty members and informally discussed with them the need for a Black perspective in educational research. At the time of the visitation, the Black Students Psychological Association was also meeting in Atlanta on the Morehouse campus.

Dr. Epps attended some of the sessions and took these occasions to distribute brochures and talk informally with students about training and career opportunities in educational research.

(3) The Mid-Western Area

The visitation program in the mid-western area was coordinated by Dr. Betty Morrisson of the University of Michigan. The program was designed to:

a) disseminate information to minority group college students concerning the nature of careers in educational research, professional requirements, job placements, and salaries;

b) to generate an interest in educational research and to demonstrate the need for the involvement of minority group members.

The mid-western area visitation team was composed of two faculty members (one from the Ohio State University[1] and one from the University of Michigan) and two graduate college students (both from the University of Michigan). Conversations with several University recruitment officers revealed that college students would respond to situations that were arranged to establish rapport and provide opportunity for personal experiences. Attempts were made to include an undergraduate student, but these were unsuccessful.

The target sites were limited to Ohio and Michigan. Pilot efforts to establish a workshop which would include students from several states revealed that the time and money restrictions made this impossible. It was, therefore, decided to

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[1]Dr. James Gunnell, Ohio State University

transport the team to several university sites. Again difficulty was encountered. It was necessary to first obtain permission to use the facilities and converse with the students, and second, to assemble the students. In some cases special advertised sessions were developed, in others, established classes were utilized. The target sites and dates are listed below:

May 10	Oakland University, Rochester, Mich.
May 13	Eastern Michigan University, Ypilanti, Mich.
May 13	Wayne County Community College, Detroit, Mich.
May 13	Central State University, Wilberforce, Ohio
May 13	Wilberforce University, Wilberforce, Ohio
May 14	Washtenaw Community College, Ypsilanti, Mich.
May 14	Ohio State University, Columbus, Ohio
May 17	University of Michigan, Ann Arbor, Mich.
May 18	University of Michigan, Ann Arbor, Mich.
	Highland Park Junior College, Highland Park, Mich.[1]

At least 20-25 individuals attended each presentation. Attempts were made to follow the same general design for all visitation sessions. The outline was as follows:

Phase I: Introduction - Discussion of research in general

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[1]Actual visitation with students was not possible, but several conversations were held with counselors and material was sent.

and educational research in particular. Positive and negative features of past research. Need for future educational research, especially as it pertains to Blacks.

Phase II: Question and Answer Session.

Phase III: Careers in Educational Research at all levels opportunities for study, degree requirements, funds available, university programs, salaries, etc.

Phase IV: Buzz Groups - Students were encouraged to discuss information presented in Phases I and III.

Phase V: General Question and Answer Session.

Phase VI: Evaluation - (Because of the time limitations, the evaluation was used only at the sessions held at Eastern Michigan University, Wayne County Community College, and one session at the University of Michigan).

Phase VII: Wrap-up.

(4) Far Western Area

The far western area visitation program was conducted by Dr. Sylvia Obradovic of the Far Western Regional Lab, assisted by Dr. Rodney Reed of the University of California at Berkeley. The workshop was concerned with reaching ethnic minority students who were especially interested in working in their communities, and who were studying social and behavioral sciences.

The students contacted were Black, Chicano, Indian and Asian American.

Usually it was possible for one member of the visitation team to include work on this project along with other business at two sites in the Southeast without incurring additional travel expenses. Therefore, the visits were extended to these sites to take advantage of this opportunity.

The types of groups selected were classes, conferences, and groups formed especailly for the purpose of the presentations. The sizes of the groups, therefore, ranged from small subgroups of students (four to five students) through small conference groups and full classes of upwards of thirty students. Over one hundred individuals were contacted in this way.

An attempt was made to vary the format not only with respect to the size and stability of the group, but also the manner of presentation. It was varied from the formal lecture to seminar type presentations to informal exchanges taking place in classrooms, conference rooms, hallways, etc.

Content of the presentations varied, but usually included were the following:

> The state of the social and behavioral sciences with respect to ethnic minority peoples and the need for models that relate to these groups.
>
> The traditional approaches to research in ethnic minority communities and new directions supported by specific communities.
>
> New responsibilities and opportunities for ethnic minority people in research.

Practical considerations of training for educational research or evaluation.

Student involvement in research in ethnic minority communities through ethnic centers, ethnic studies or ethnic organizations.

Sources of further information, especially on educational research opportunities and organizations.

Materials were distributed at the presentations. These consisted of brochures from New York University's Institute of Afro-American Affairs, AERA materials, a brochure on educational research and the Development Laboratories and Centers, and reprints of relevant articles from publications such as The Black Scholar, The Black Academy, The Journal of Social Issues, and The Research Focus on Black Education Newsletter. Participants were advised of sources for additional related materials.

Students were very receptive and in many instances moved from polite attention to deep interest during the presentations. For example, some of the questions repeatedly raised were the following: Where do I get training in educational research as an undergraduate student? What kinds of summer programs are available and where? What are the good schools for training in research for specific ethnic groups? How can undergraduate students get started in research? How do you start a project?

The names and locations of institutions visited in this area, the groups involved at the sites and descriptions of student groups participating are listed below:

Institution, Location	Group Involved at Site	Description of Student Group Participating
Visitations by Sylvia Obradovic Benedict College Colombia, S.C.	Psychology and Education Depts.	Black undergraduate students interested in social and behavioral sciences
Morehouse College Atlanta, Georgia	Black Students Psychological Assoc. Conf.	Black graduate and undergraduate, psychology students from institutions throughout the country (Calif. to N.Y., Michigan to Georgia)
Sacramento State Sacramento, Calif.	EOP and Ethnic Students Programs	Predominately ethnic minority students in the EOP and Ethnic Studies Programs including Black, Chicano, Asian American and Indian undergrads.
U. of California Santa Barbara, Santa Barbara, Calif.	Center for Black Studies (a research center): Community Involvement Group	Undergraduate and graduate ethnic minority students including Black, Chicano, and Asian American.
U. of California Santa Barbara Santa Barbara	Black Students Union Pan African Conference	African and African-American students from various collegiate institutions throughout California; predominately undergraduate students.
U. of California San Diego, San Diego, California	Third College (also known as Lumumba-Zapata College) Third World Studies	Undergraduate ethnic minority students interested in social and behavioral sciences; predominately Black students.
Nat'l Indian Training and Research Center, Tempe, Arizona	Center	Center staff involved in research and training programs; predominately Indian.
Arizona State U. Tempe, Arizona	Division of Indian Studies	Predominately Indian students interested in working in Indian communities.

Institution, Location	Group Involved at Site	Description of Student Group Participating
Visitations by Rodney Reed:		
San Jose State College San Jose, California	Black Studies Dept., Black Experience Class	Members of class, predominately Black, undergraduate students interested in Black communities.
Center for Research & Development in Higher Education, U. of California Berkeley, California	Program Ten: Developing Relevant Programs for New Students Conference	Approximately ten students from colleges participating in the program, including Black, Chicano predominately (from Los Angeles, Bakersfield, etc.)
California State College at Hayward, Hayward, California	Ethnic Studies Dept. Black Studies Research Course	Black students predominately, Formal presentation; interested in participating dis cussion in research in Black communities.

Evaluation of the Visitation Program

Over 500 individuals in four areas of the country were contacted in the visitation program. The program accomplished its major objective of impressing upon minority group undergraduate and graduate students the importance of educational research as it affects minority group communities and to interest them in educational research. All of the Area directors reported that students and the professional educators who attended were made more aware of the uses and abuses of educational research and evaluation in minority group communities and were quite responsive in the discussions that followed the formal presentations.

Several minority group students were identified whose prognosis for success in a doctoral program in educational research is good; they have been referred to various programs. Numerous minority group students continue to write to the Institute of Afro-American Affairs at New York University requesting information on training and career opportunities in educational research and evaluation.

The AERA Workshop

On February 3, 1971 at the American Educational Research Association Convention at the Americana Hotel in New York City, a one day Workshop was conducted for the participants in the

1970 Research Training Institute. As outlined in the modification request, the purpose of this Workshop was to provide an opportunity for the participants to identify specific problems concerned with implementing research designs in local situations and to assist them in working out solutions to these problems. Another facet of the Workshop Session was the chance for the participants who had not already done so to become familiar with the opportunities for professional growth available through the American Educational Research Association.

As many of the participants were interested in involving undergraduate students in research training, it was decided to include Dr. Ewaugh F. Fields' (of the Drexel Corsortium) Report on the Study of Undergraduate Research Training.

A questionnaire which was sent to the participants before the Workshop had ascertained that the participants wanted to spend some time discussing statistical procedures. Mrs. Louise Baggot, Research Associate in the Institute of Afro-American Affairs, was made available throughout the day for consultation on statistical procedures employed by participants in planned or current research projects. As statistics had been identified as an area in which the participants perceived themselves weak, it was decided to provide review manuals for the Workshop. Therefore, Statistics in Psychology and Education by Rev. John B. Murray, C.M., Ph.D. (St. John's University Press), an inexpensive

paper bound review, which the Institute staff had found to be useful, was distributed to the participants. Further, Mrs. Baggot agreed to assist the participants by telephone or letter, or if possible, in person, for the remainder of the academic year.

The participants were asked to share their personal experiences in research since the Summer Institute. One of the participants advised the group that she had conducted one of her classes at one of the California State Colleges in accord with the prototype set up by the Research Training Institute. For the field component of the class her students decided to investigate the California Rural Legal Assistance Program. She reported that the final recommendations adopted by the Regional Director of the California Rural Legal Assistance Program were almost totally similar to the recommendations proposed by her students.

Two other participants from one of the local school districts in New York City reported that as a result of The Research Training Institute they were more able to deal with the evaluation teams hired by the Community School Board to analyze the Title I programs in their community. In fact, one of them reported being able for the first time, to constructively criticize the research design proposed by the evaluation team for one of the programs. Both had started an informal campaign, which recently had begun to gain momentum, to convince the Community

Board of the value of hiring their own full-time educational research personnel.

Reprints of an article entitled "Policy Framework for Educational Research" by Hendrik D. Gideonse which appeared in the December 4, 1970 issue of Science, pp. 1054-1059 were distributed. The implications of this article for particular local situations were discussed and analyzed. The "Guide to OE-Administered Programs" for the fiscal year 1971 was also distributed, and participants were asked to go over the contents with a view toward initiating proposals from school districts.

The Evaluation and Planning Conference

The Evaluation and Planning Conference called for the purpose of looking at the direction of research training for minority groups was convened in the offices of the Institute of Afro-American Affairs at New York University. Since progress reports from Dr. James Gunnell on the Tuskegee summer undergraduate research training experience and Dr. Roscoe C. Brown on New York University's summer graduate research training experience had previously been given during the AERA convention,[1] it was decided to devote attention to the development of long-range training

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[1]Dr. Gunnell reported that the participants in the Tuskegee program had emphasized statistics and research design and had scored well on a test of research skills.

Summer Institute at Tuskegee led to the conclusion that undergraduate students can develop interest in research if adequate time is taken to orient the students to the skills and processes of research.

It was agreed that there is a need for more Black in-put into educational research because more researchers are needed who have knowledge of specific subcultures and the effect of these variables on the educational process. It is necessary for educational researchers to come from a variety of cultural backgrounds in order to effectively implement research designs in varying cultural settings. The introduction of more Black and other minority researchers should lead to the development of new methodologies which might be more appropriate in Black and other minority group settings.

The group also agreed that various members of the Committee would be responsible for developing various phases of a long-range plan for training minority group researchers. A generalized model for the long-range plan was proposed which considers:

1) Undergraduate preparation (at predominantly Black institutions).

2) Up-grading of professional and para-professionals; the career ladder concept (at predominantly Black institutions).

3) Graduate training (in predominantly Black institutions and predominantly white institutions).

It was suggested that the undergraduate and graduate programs on the masters level be focused in predominantly Black institutions. Opportunities for doctoral study in predominantly white institutions should be provided, with the view of eventually developing doctoral programs in predominantly Black institutions. Further, there should be opportunities for career advancement through the undergraduate or graduate tracks for minority group members who participated in research projects as staff members.

The group felt that it had not made sufficient progress for a discussion of the administrative organization or funding mechanisms for a specific proposal. It was agreed, therefore, that the members of the committee should continue to communicate with each other in order to more fully develop the model that is presented above. The committee members agreed to accept responsibility for following up on specific ideas with a view toward having a fully developed plan by the end of 1971.

Conclusions

(1) The Summer Institute for Training Minority Group Research and Evaluation Specialists accomplished its main objective, which was to provide an introductory experience in educational research for twenty minority group individuals who had some responsibility in Title I or Community Education Programs. Twelve of the twenty participants are now actively involved in research and evaluation, either as research specialists or as project supervisors. Six of the participants are also involved in some phase of graduate study in educational research or statistics. At least two participants are responsible for heading the evaluation section of their local school board.

(2) The visitation program reached its target population of minority group undergraduate and graduate students and professional educators in the Eastern, Southern, Mid-Western, and Far-Western areas of the country. Over 500 individuals attended the various seminars and conferences that were planned for this purpose. Two thousand copies of a brochure describing career opportunities for minority groups in educational research were distributed.

The increase in the level of interest in educational research by minority groups is evidenced by the large number of inquiries received by the Institute of Afro-American Affairs,

New York University about graduate study and careers in education research.

(3) A one day workshop at the American Educational Research Association provided opportunities for the participants in the Summer Institute to review their experiences in research after the Institute was completed, to obtain help on special research and statistical problems, and to attend various meetings at the convention. Several participants reported that they had made extensive use of the skills gained during the Summer Institute.

(4) The Evaluation and Planning Conference of Minority Group Educational Research Specialists began the development of a long range plan for training minority group educational researchers. Ideas for a generalized model which involved training opportunities on the undergraduate and graduate levels in both Black and white institutions was presented.

Recommendations

(1) The Summer Institute should be held in the summer of 1971 and in subsequent summers until other mechanisms for introducing minority group personnel to educational research are developed.

(2) Other institutions and organizations should become involved in programs for recruiting and training minority group educational research personnel.

(3) A long range plan for training minorities in educational research commitments from the various funding agencies must be developed and implemented.

(4) An intensive continuing program of public relations and information should be directed toward undergraduate and graduate students and minority group professional educators in order to interest them in careers in educational research.

A P P E N D I C E S

APPENDIX 1

LIST OF PARTICIPANTS
1970 - SUMMER INSTITUTE FOR TRAINING MINORITY
GROUP RESEARCH AND EVALUATION SPECIALISTS

Alston, Margaret W.
Teacher of Afro-American Studies, Dist. #4
N.Y.C. Board of Education
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Branch, Audrey E.
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Brooks, Nathaniel
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N.Y.C. Board of Education
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Rhodes, Winifred C.
Mathematics Consultant, ESEA, Title I
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Rodriguez, Carmen A.
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Bronx, New York 10451

Rogers, Gloria A
Asst. School/Home Coordinator and Teacher
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450 N. Grand
Los Angeles, California

Saldinger, Lawrence
H.S. Social Studies Teacher
N.Y.C. Board of Education, Dist. #13
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Brooklyn, New York

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Brooklyn, New York 11201

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Baltimore, Maryland 21218

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N.Y.C. Board of Education, Dist. #7
501 Courtlandt Avenue
Bronx, New York 10451

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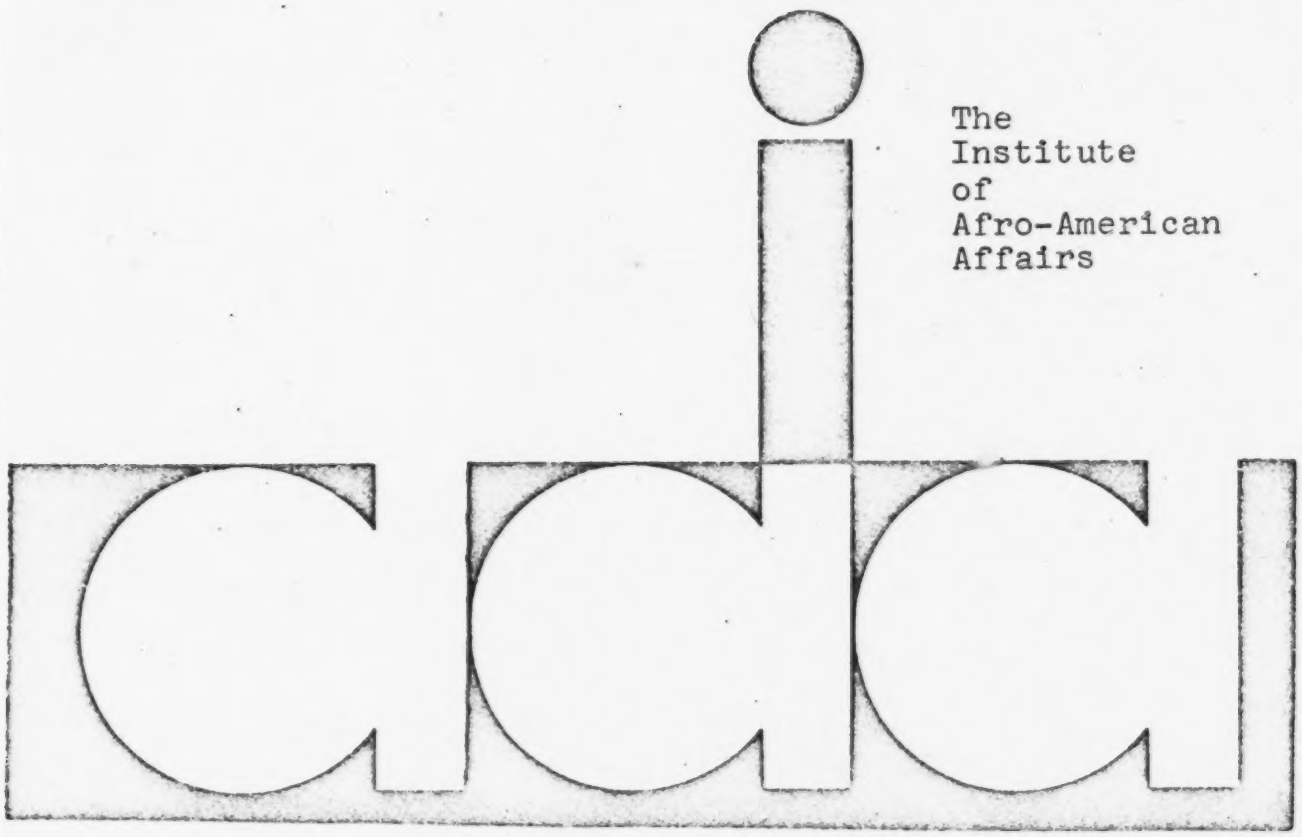
Board of Education, N.Y.C.
65 Court Street
Brooklyn, New York

Watford, Junious J.
School Community Coordinator, Dict. #16
Board of Education, N.Y.C
1010 Lafayette Avenue
Brooklyn, New York

APPENDIX 2



ANNOUNCES

A SUMMER INSTITUTE FOR TRAINING MINORITY GROUP RESEARCH AND EVALUATION SPECIALISTS

July 6 - August 14, 1970

New York University
Washington Square
New York, New York

Supported by the United States Office of Education under a grant from the National Center for Research and Development

I. PROGRAM

This program will offer an introductory experience in educational research for twenty evaluation specialists in various Title I or community educa- projects. Formal classes in methods in research and evaluation of educational programs will be offered. Data collection techniques, analysis of data, and the relationship of analysis of data to objectives and community participation in evaluation will be included in the course. Field experiences will also be offered and will be designed to make students more aware of the practical problems involved in implementing research evaluation design in minority group situations. Participants will have the opportunity to engage in the actual process of evaluation by selecting a sample, making initial contacts with the members of the sample, and carrying out interviews. Each participant will be involved in a variety of field settings in order to become familiar with a spectrum of the problems in conducting research in the urban community. Six points of graduate credit in the School of Education of NYU will be given.

II. QUALIFICATIONS FOR APPLICANTS

The Institute of Afro-American Affairs is seeking applicants who have responsibility for program evaluation in Title I ESEA projects or in community educational projects sponsored by state or local public educational agencies. Applicants must have a bachelor's degree. (OVER)

III. STIPENDS, ALLOWANCES AND BENEFITS

Stipends are $75 per week and $15 per dependent. Tuition charges are waived. Transportation expenses will be reimbursed. Housing and meal plans may be obtained at minimum cost in University residence halls.

IV. FACILITIES

The regular academic and library facilities of New York University will be available to participants.

Institute Staff

Roscoe C. Brown, Jr., Ph.D.	Director
LaMar P. Miller, Ph.D.	Assistant to the Director
Louise A. Baggot	Coordinator of Field Experiences
Richard A. James	Project Assistant
Kittie Pfennigwerth	Field Assistant

* * * * * * * * * * * * * *

This Institute is in compliance with Title VI of the Civil Rights Act of 1964, which states: "No person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

* * * * * * * * * * * * * *

If interested, tear off and return by air mail to:

Professor Roscoe C. Brown, Jr.
Summer Institute for Research and
Evaluation Specialists
The Institute of Afro-American Affairs
New York University
778 Education Building
New York, N.Y. 10003

_____Yes, I'm interested. Please send me an application.

NAME_____

ADDRESS_____

_____

_____

NO. OF YEARS TEACHING EXPERIENCE_____

APPENDIX 3

NEW YORK UNIVERSITY
Institute of Afro-American Affairs
778 EDUCATION BUILDING
WASHINGTON SQUARE, NEW YORK, N.Y. 10003
AREA 212 598-7095

APPLICATION FOR INSTITUTE FOR TRAINING MINORITY GROUP RESEARCH AND EVALUATION SPECIALISTS

1. Applicants full name: Mr. / Miss / Mrs. _____
   Last (Family) First Middle Initial
2. Permanent home address
   Street _____
   City _____ State _____ Zip Code _____
   Telephone: Area code _____ Home Telephone _____ Business Telephone _____
3. Date of birth: _____
4. Marital status: ____Single ____Widowed ____Married ____Divorced
5. Social security # _____
6. No. of dependents as determined by income tax exemptions: _____
   (This information is necessary to arrange for stipends; no facilities are available in University housing for dependents.)
7. Present occupation: _____
8. Employer: _____ No. yrs. there _____
   Address: _____ Supervisor _____
   Give your job prior to present one: _____ No. yrs. there _____
9. Highest degree held: _____ School: _____
   Date _____ Field of specialization _____
10. Presently attending college or university? ____Yes ____No If yes, name of school: _____
    What degree are you working for? _____ Field of specialization _____
11. Have you had any formal training in research design or evaluation? ____Yes ____No
    If yes, how much and where? _____
12. Have you had any formal training in statistics? ____Yes ____No
    If yes, how much and where? _____

13. Have you had any actual experience conducting evaluations? _____Yes _____No

    If yes, give title, date and location of most recent evaluation that you have been involved in:

    _____
    (Title of program) (Agency) (Date)

14. If no evaluation experience, what experience do you have in working in special education programs? List the two most recent projects that you have been involved in:

    a. _____
    (Title of program) (Agency) (Date)

    b. _____
    (Title of program) (Agency) (Date)

15. References: (Two persons professionally acquainted with you)

    _____ _____ _____
    (Name) (Address)

    _____ _____
    (Name) (Address)

16. Write a brief statement (50 to 100 words) explaining why you with to participate in the workshop. (If you need more space, please attach another sheet)

    _____

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    _____ _____
    (Today's date) Signature of applicant

APPENDIX 4
COURSE OUTLINE
E10.2035
Methods in Research and Evaluation of Education Progress

A SUMMER INSTITUTE FOR TRAINING MINORITY GROUP RESEARCH AND EVALUATION SPECIALISTS

Summer, 1970

FIRST WEEK		SECOND WEEK	
Monday, July 6		Monday, July 13	
9:00-12:00 noon	Introduction Purpose Secure text	9:00-12:00 noon	Statistics and Correlation Chapter 7
2:00-4:00 p.m.	Plan for a Study and Evaluation Types of Studies Types of Projects Chapter 1	2:00- 4:00 p.m.	Inferential Statistics Chapters 8,9,10
Tuesday, July 7		Tuesday, July 14	
9:00-12:00 noon	The Research Evaluation Plan Flow-chart Steps	9:00-12:00 noon	Statistics (Review & Examples)
2:00-4:00 p.m.	Stages 1-13 Implementing Stages 14-16 Chapter 2	2:00- 4:00 p.m.	Same
Wednesday, July 8		Wednesday, July 15	
9:00-12:00 noon	Implementing Research Plan in actual field situation	9:00-12:00 noon	Sample Size Chapter 11
2:00-4:00 p.m.	Chapter 2	2:00- 4:00 p.m.	Reliability and Validity Chapter 12
Thursday, July 9		Thursday, July 16	
9:00-12:00 noon	Types of Research Chapter 3	9:00-12:00 noon	The Survey Chapter 15
2:00-4:00 p.m.	Review of Literature Chapter 4	2:00- 4:00 p.m.	The Experiment Chapter 16
Friday, July 10		Friday, July 17	
9:00-12:00 noon	Nature of Variables Chapter 5	9:00-12:00 noon	Observation Chapter 17
2:00-4:00 p.m.	Statistics Chapter 6	2:00-4:00 p.m.	Questionnaire Chapter 18
Text:	Fox, David, The Research Process in Education Text and instructional material will be distributed at first meeting of class.	Instructors:	Prof. Roscoe C. Brown, Jr. Prof. LaMar P. Miller
		Project Assts:	Louise Baggott Richard James

THIRD WEEK	FOURTH & FIFTH WEEKS
Monday, July 20 9:00-12:00 noon Instrument Development 2:00-4:00 p.m. Instrument Development	Monday, July 27 - Friday, August 7 Assignment to a Specific Project Development of Plan for Evaluation
Tuesday, July 21 9:00-12:00 noon Coding and Analysis of Data 2:00-4:00 p.m. Coding and Analysis of Data	Collection of Data on Specific Projects Instruments Sample Analysis of Data on Specific Projects Statistics
Wednesday, July 22 9:00-12:00 noon Use of Computers 2:00-4:00 p.m. Use of Computers	Interpretation Preparation of Reports
Thursday, July 23 9:00-12:00 noon Report Writing Outline & Project Report 2:00-4:00 p.m. Report Writing Outline & Project Report	SIXTH WEEK Monday, August 10- Friday August 14 Synthesis Identification of Major Points of Emphasis Evaluation
Friday July 24 9:00-12:00 noon Selection of a Field Program Review of Title I Projects Review of CEC Projects	

NEW YORK UNIVERSITY

EVALUATION OF A SUMMER INSTITUTE FOR TRAINING
MINORITY GROUP RESEARCH AND EVALUATION SPECIALISTS

Would you please read the following questions and then indicate your response as requested.

1. How would you rate the following:

	Very Good	Good	Fair	Poor	Please make any comments you would care to mak
Organization of the Institute					
Quality of Instruction					
Field Experience					
Presentation of Specific Topics					
Problem Formulation					
Hypothesis Statement					
Statistics					
Research Outline					
Research Report					
Uses of Evaluation					

2. Please give your reaction to the following:

A. Ways the Institute can be improved:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

(USE ANOTHER SHEET OF PAPER FOR OTHER SUGGESTIONS)

B. Specific ways in which you plan to use the skills developed in the Institute.

1. _____

_____

2. _____

_____

3. _____

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4. _____

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5. _____

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(USE ANOTHER SHEET OF PAPER FOR ADDITIONS)

PLEASE INDICATE: Your sex_____; Age_____

Years of Teaching Experience_____; Undergraduate

Major_____; Highest Graduate

Degree and Field_____

C. Specific weaknesses of the Institute and your suggestions for avoiding them.

1. _____

_____

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D. What specific follow-up do you suggest for the Institute?

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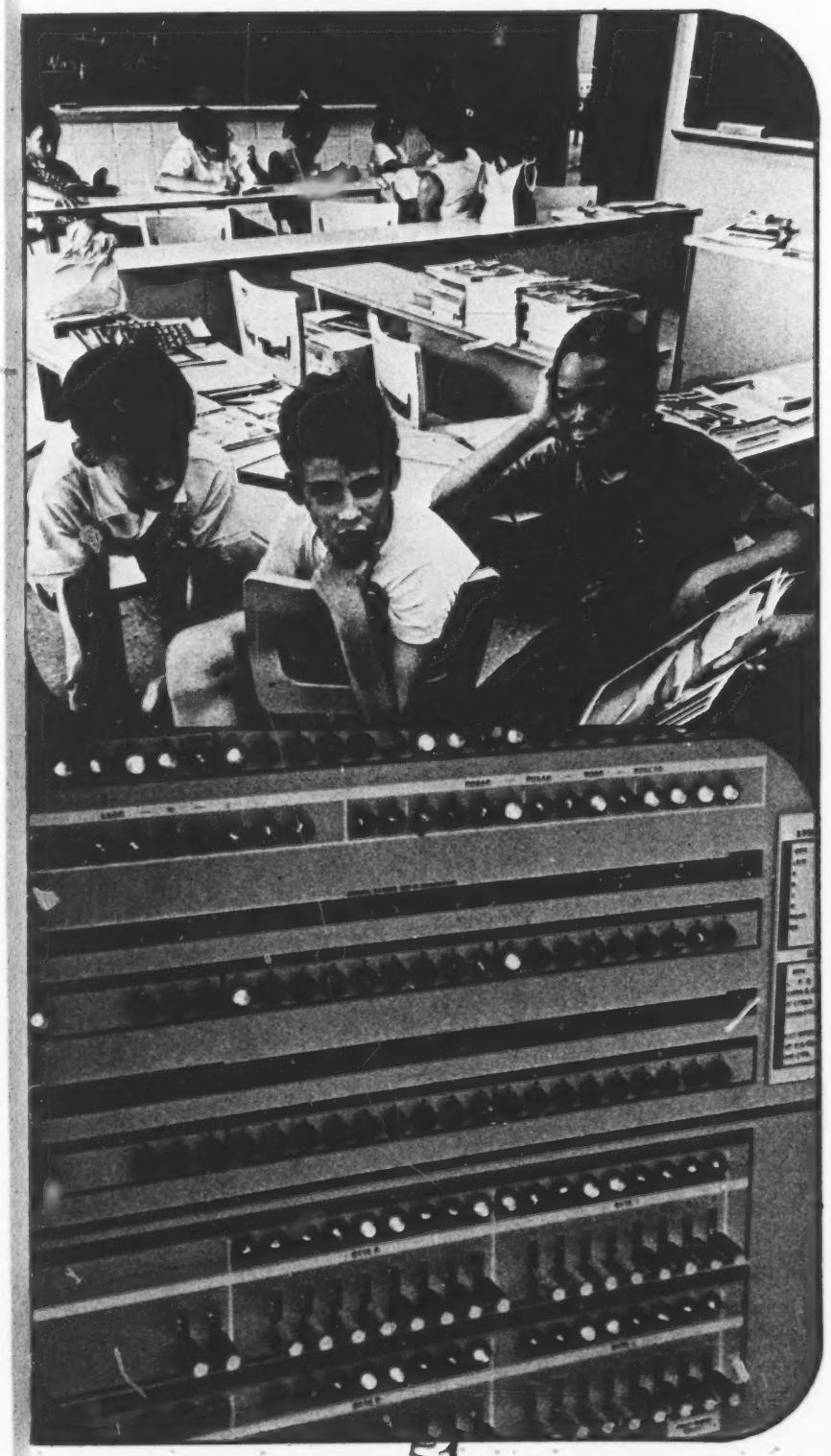
APPENDIX 6

Careers in Educational Research for Minority Groups



What Is Educational Research and How Does It Affect Minority Groups?

Educational researchers and evaluators consider such questions as the following:

- Why have a number of compensatory educational programs not achieved their aims?
- What is being done wrong?
- Is major emphasis being placed on the wrong variables?
- Are the criteria of success inappropriate?
- How can educators help to fulfill the learning potential of all individuals?

Educational research is a multidimensional process in which the researcher has to function in several different dimensions at the same time, making decisions that take into account not only what he has done and what he wishes to do but also what he will wish to do several stages later. The researcher is central to the process. His design, his perception of the problem, and his abilities with his research tools, data-gathering techniques, statistical reasoning, analysis, data processing (by hand and by computer), report writing, etc., will result in his answers to the questions posed above.
To date minority group members have not been significantly involved in the research that affects them and their lives. The implementation of many studies has been hampered because the design did not adequately reflect the interests and perspectives of the communities involved. If the questions related to education and minority groups are to be dealt with effectively, it is imperative that minority group members become involved with the research process.

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APPENDIX 6

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The Need for Minority Group Members in Educational Research and Evaluation

More than *ten times* as many specialists in educational research than are in the field now will be needed between 1970 and 1980. There is an especially urgent need for trained minority group specialists in this field. Of the thousands of persons in this country in positions of responsibility for research and evaluation of educational programs, only a small percentage are minority group members. Many research projects conducted in minority group settings have suffered because of the lack of qualified minority group researchers to help plan the study and collect, analyze, and interpret data. As various solutions are applied that attempt to deal with the current educational problems, a greater number of trained research personnel who are familiar with the habits, attitudes, and life styles of the members of the community in which the experimentation is taking place will be needed. It is also vital that a large body of minority group personnel develop in this field in order to effectively influence national policy on educational research.

Training Opportunities in Educational Research and Evaluation

Many universities offer A.M., Ed.D., programs in educational research emphases, ranging from research m experimental design to the applicat and computer technology to educa institutional research. Programs in courses as:

- Planning and Methodology of Re
- Experimental Design
- Computer Programming
- Statistics
- Measurement and Evaluation
- Sampling
- Learning Theory
- Social Theory
- Fieldwork
- Report Writing

A.M. programs are usually one to t duration; Ed.D. and Ph.D. programs years.

Financial assistance is available fo students in most universities with re programs. In some, funds have bee specifically for graduate work for m students. For specific information r grams in particular geographic loca

Professor Roscoe C. Brown, Jr.
Research Training Institute
Institute of Afro-American Affairs
New York University
10 Washington Place, Rm. 500
New York, New York 10003

Special institutes such as the Sumr Training Institutes at New York Uni Tuskegee University during the sum sometimes sponsored by the United of Education. Interested persons sh professional journals in order to kee of the institutes that are planned.

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Training Opportunities in Educational Research and Evaluation

Many universities offer A.M., Ed.D., and Ph.D. programs in educational research with varying emphases, ranging from research methodology and experimental design to the application of statistics and computer technology to educational and institutional research. Programs include such courses as:

Planning and Methodology of Research
Experimental Design
Computer Programming
Statistics
Measurement and Evaluation
Sampling
Learning Theory
Social Theory
Fieldwork
Report Writing

A.M. programs are usually one to two years in duration; Ed.D. and Ph.D. programs three or more years.

Financial assistance is available for eligible students in most universities with research training programs. In some, funds have been set aside specifically for graduate work for minority group students. For specific information regarding programs in particular geographic locations, contact:

Professor Roscoe C. Brown, Jr.
Research Training Institute
Institute of Afro-American Affairs
New York University
10 Washington Place, Rm. 500
New York, New York 10003

Special institutes such as the Summer Research Training Institutes at New York University and Tuskegee University during the summer of 1970 are sometimes sponsored by the United States Office of Education. Interested persons should read the professional journals in order to keep informed of the institutes that are planned.

Career Opportunities in Educational Research and Evaluation

Currently there is a shortage of qualified e
tional researchers and evaluators in the fo
types of agencies or organizations:

Universities that need them as faculty m
City and state school systems and board
education
Private and national agencies (Office of
tion, regional laboratories, etc.)

Sorely needed research undertakings hav
delayed because of the lack of qualified res
and evaluators and individuals to fill resea
related positions. Salaries start at approx
$10,000 for persons with a graduate degre
progress in relation to training and exper

Persons who already have the necessary
tions for research positions should contac
local and state departments of education.
should also register with the American Edu
Research Association placement service a
next AERA convention. For the February
meeting, the person to be contacted is:

Mr. Irving Smith
Coordinator of Placement Service-AER
Professional Placement Service
New York State Dept. of Labor
444 Madison Avenue
New York, New York 10022

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Persons who already have the necessary qualifications for research positions should contact their local and state departments of education. They should also register with the American Educational Research Association placement service at the next AERA convention. For the February 1970 meeting, the person to be contacted is:

Mr. Irving Smith
Coordinator of Placement Service-AERA
Professional Placement Service
New York State Dept. of Labor
444 Madison Avenue
New York, New York 10022

Professional Development in Educational Research and Evaluation

A necesary part of becoming and being a specialist in educational research or evaluation is accomplished by joining various professional groups, including the American Educational Research Association at both national and regional levels, and by attending their meetings and participating in their programs. A special interest group of AERA known as "The Research Focus on Black Education" has been a catalyst in developing educational research programs for minority groups. Regular and student memberships are available in AERA. Members receive all of the periodical publications of the organization: five issues of the *Review of Educational Research*, four issues of the *American Educational Research Journal*, and ten issues of the *Educational Researcher Newsletter*. For further information contact:

Membership Section
American Educational Research Association
1126 Sixteenth Street, N.W.
Washington, D.C. 20036

This brochure
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This brochure was designed and produced by the Publications Bureau of New York University under the auspices of the Institute of Afro-American Affairs as a part of the program of the Research Training Institute, supported by the United States Office of Education, National Center for Research and Development.

APPENDIX 7

INSTITUTE STAFF

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